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AUTHOR King, Diane
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ABSTRACT

In an effort to help businesses comply with the Americans with Disabilities Act (ADA) of 1990 and equal opportunity employment practices, Miami-Dade Community College, in Florida, established the Microcomputer Education for Employment of the Disabled (MEED) Program, training disabled adults for careers as business applications software specialists. The MEED program focuses on technical skills training, job skills development, and interpersonal skills. Participants meet 8 hours a day, 4 to 5 days a week for 9 months, and then are placed in a 3-month internship with a local corporation. MEED is supported by Rotary International and over 100 local companies and organizations who comprise the Business Advisory Council. Council members provide resources, scholarships, equipment, and services and take active roles interviewing and selecting participants, delivering lectures, and acting as mentors. Throughout the program, the emphasis is on job readiness and placement. While MEED does not do direct job placement, it does teach the skills necessary for students to conduct their own searches. In most cases, no special accommodations are required to hire disabled persons. Visually impaired participants use text enlarging software and voice recognition technology provides full access for quadriplegics. Eighty percent of the 150 persons trained by MEED since its inception are employed in South Florida businesses with starting salaries ranging from $16,500 to $25,000. (Includes a graduate skills list, a curriculum sequence, eligibility requirements, and sample newsletters and fact sheets.) (KP)

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ED 371 808

Providing Leadership in ADA Compliance: A Business/Education Alliance

Diane King

U.S. DEPARTMENT OF EDUCATION
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PROVIDING LEADERSHIP IN ADA COMPLIANCE: A BUSINESS/EDUCATION ALLIANCE

Leadership 2000 Conference
San Diego, California July 18, 1994

Presentor: DIANE KING
Curriculum Coordinator, MEED PROGRAM

MIAMI-DADE COMMUNITY COLLEGE
WOLFSON CAMPUS
Miami Florida

PROVIDING LEADERSHIP IN ADA COMPLIANCE: A BUSINESS/EDUCATION ALLIANCE

This presentation explores how community colleges can provide leadership to help local businesses comply with the Americans with Disabilities Act and equal opportunity employment practices by providing innovative training programs for the growing number of disabled people entering the workplace.

With implementation of the Americans with Disabilities Act, companies are recruiting disabled individuals. Are they finding qualified candidates? What opportunities and challenges does this present for the community college?

The community college can take a leadership role by initiating a partnership that harnesses the resources of local companies and the college to provide high tech computer skills training to disabled individuals.

The MEED Program (Microcomputer Education for Employment of the Disabled), is a model Business/Education partnership program at Miami-Dade Community College, Wolfson Campus Miami, Florida, that specifically addresses the training needs of disabled adults. The mission of the MEED Program is to train disabled people for careers as microcomputer (PC) business applications software specialists. Its very active Business Advisory Council and support from the local Rotary Club have contributed to the quality and effectiveness of the program and its successful job placement assistance program.

HISTORY

The MEED Program was founded in 1986 at the University of Miami as the first business/higher education partnership to offer comprehensive PC business software applications training for disabled adults. The program moved to Miami-Dade Community College in 1989 where it is offered for college credit. Students can earn up to 41 college credits towards an Associates degree in Computer Sciences.

Since its inception, MEED has trained over 150 individuals of whom over 80% have achieved competitive employment within South Florida businesses, earning an average starting salary ranging from $16,500 to $25,000. This can be compared with the national unemployment rate for the disabled which is 70%.

The principal objectives of the MEED Program are: to train persons with severe physical disabilities in a variety of practical microcomputer software skills leading to jobs offering financial independence and upward mobility and to provide them with the necessary experience and support services to insure successful placement for long-term employment.

The MEED program is three-pronged, focussing on 1) technical skills training, 2) job skills development and 3) interpersonal skills. The curriculum consists of twelve months of full -time individualized training in personal computer software applications, laboratory work which simulates the work environment, and an internship with a local company.

It is a 12-month program that meets 4 -5 days per week from 9:00 AM to 5:00 PM. There are four 12-week sessions. Students study technical skills for nine months then serve a three- month internship with a local corporation. This gives the students the opportunity to apply and expand their skills. It is the student's first actual computer-related job experience.

The curriculum has been developed to meet the needs of the local business community. The Program's Curriculum Committee of the Business Advisory Council meets periodically to review course content, competencies and hardware needs. The Curriculum Committee is composed of management information systems directors and managers, consultants and systems analysts from local corporations.

In addition to periodic meetings with the Curriculum Committee, we also send out a market survey to poll the business community as a whole about their microcomputer support needs. This insures that we are meeting the needs of the entire community and that we are providing training in the applications that are most widely used in the market that we are serving.

Daily activities include lectures and laboratory work which simulates the real work environment. Course work includes:

1. Introduction to Microcomputers
2. DOS
3. Wordprocessing
4. Spreadsheets
5. Database applications and programming
6. Systems analysis and design
7. The Windows operating environment
8. Desktop publishing or database programming
9. Local Area Networking or an independent study in advanced applications.
10. Job skills and career development training

The program is enriched with interpersonal and business skills development workshops, guest lecturers from industry, and corporate field trips to see computers in operation at local business sites.

To qualify, an individual must have a qualifying physical disability, a high school diploma or GED, be of average intelligence, and be a client of the Department of Vocational Rehabilitation, Division of Blind Services or Workers Compensation. A limited number of economically disadvantaged students participate.

We use a variety of media and techniques in delivering instruction. All courses are instructor-led and basically follow a lecture/lab format. All our instructors are professional practitioners from industry. They bring their business experience into the classroom to give the computer skills a real context. Lectures are supplemented with CBT tutorials and intensive hands-on learning. Instructors are encouraged to use handouts and written outlines, overheads and LCD projection. An electronic "black" board is used to make copies of important notes especially needed for students who are unable to take their own notes.

We have two classroom/laboratories. Both laboratories are networked using Novell Netware, which we also teach in the curriculum. All new computers are 486 technology. Older 386Sx computers are being phased out as they need replacement. Every student has his or her own computer to work on during their training with MEED.

FUNDING: The Program is multi-source funded. It receives an endowment from The Rotary Club of Miami to support the continued innovation and excellence of the teaching/learning activities in the MEED computer classroom. We also receive Carl Perkins monies for vocational education, a U.S. Department of Education Projects with Industry Program (PWI) grant and M-DCC provides funding for instruction and operating expenses. The Department of Vocational Rehabilitation pays a monthly fee per student toward administrative costs of running the program. Donations are also received from local corporations.

BUSINESS PARTNERSHIP: Since the beginning, MEED has had a strong partnership with local corporations and businesses. MEED's strongest link with the business community is through its own Business Advisory Council (BAC).

MEED is supported by over 100 local companies and organizations who comprise our Business Advisory Council (BAC). They provide resources, scholarships, equipment and services to the Program. Our BAC members take an active role by participating on our Employment and Curriculum Committees, interviewing and selecting incoming students, delivering guest lectures and hosting corporate visits for the students, serving as mentors, and sponsoring student interns.

BAC corporate executives are personally involved with student activities, financial and equipment contributions , field trips, internships, mentorships, employment opportunities and classroom instruction. They play an active role in strategic planning, fund raising, marketing and public relations. The BAC also advises, guides and instructs the staff. The BAC donates more than 1800 hours per year of volunteer time via these activities.

Another vital business resource for the MEED Program is the Rotary Club of Miami. Many Rotary Club members take active leadership roles on the BAC. Others have hired or assisted in the hiring of MEED graduates. Each graduating class is honored by Rotary through recognition at one of its weekly membership meetings of the MEED Outstanding Student of its class.

Members of the Business Advisory council serve on one or more of our committees. The BAC Selection Committee interviews new applicants for the Program. The Employment Committee advises and assists the Program's Career Coordinator. The Curriculum Committee works with the Program's Curriculum Coordinator on developing curriculum policy, and advises on skills, software and hardware. Curriculum Committee members interview students on their mid-year and final evaluation projects. Business people deliver guest lectures and host corporate visits, they conduct internship interviews and/or sponsor internships, conduct practice job interviews for the students, and serve as mentors to our students.

Not only do we educate the students, but MEED successfully educates the business community about the benefits of hiring well-trained disabled people can make to their companies. We stress ability, not dis-ability. Through their participation in the MEED Program they experience first hand the skill level of our students and graduates and they develop a comfort level being around disabled people. They learn that it is a sound business decision to hire someone who has received the intensive, specialized training that MEED provides.

Vocational Training

Throughout the program, the emphasis is on job readiness and placement. We stress that the classroom is a simulation of the work environment, therefore, dress, punctuality , attendance and personal decorum are as important as the technical training.

There are three specific components to vocational preparedness: career development coursework, an internship and a mentoring program.

Our philosophy for career development is consistent with the academic training: that is, we empower the students to take control of their own careers and job searches. While we receive numerous job referrals from the network of companies involved with MEED, the program does not do direct job placement. We do not promise job placement to students. Rather we teach the skills necessary for the student to conduct his/her own successful job campaign. We teach life-long job search skills that they will be able to use to find their first jobs as well as to change jobs when it becomes necessary in the future.

Career development is a college credit course delivered as Cooperative Education. Students learn how to evaluate their skills and interest, write resumes, build a business network of contacts, fill out job applications and interview. Guest speakers deliver lectures designed to develop job search skills. The instructor follows up with hands on activities that lead the student toward independence in the job search.

Internship announcements are sent out to companies several months prior to the start of the internship phase. Students are carefully matched with internship positions based on the company's need and the student's strengths. The student attends the internship four days a week, working on projects assigned by the sponsoring company's supervisor. Most internships do not pay, although when there is a genuine need for a student to be earning money prior to completing the program, we can sometimes arrange a paid internship. In many cases, the internship leads to a permanent job placement.

Shortly before the internship begins, each student is matched with a mentor, either from the MIS department or Human Resource. The student is responsible for contacting and staying in touch with the mentor, who, in turn, assists the student with employment-related advice.

ACCOMMODATION

In most cases no special accommodations are required. Those who do need it can be accommodated on the job with easily available technology. While we provide interpreters for our hearing impaired students, once they are working they can communicate effectively without the use of interpreters at the work place: usually through a combination of lip reading, voicing and writing (on paper or the computer).

The visually impaired use text enlarging software to read the computer screen. They can also use relatively inexpensive screen reading software. Closed circuit text enlarger TVs (CCTV)that run about $1200. facilitate printed copy.

Voice recognition technology provides full access to applications by individuals who can't use the keyboard for input, as for example, quadriplegic.

Assistive technology used in the classroom includes:

1. screen enlargement software (LP DOS)
2. screen access programs (Vocal-eyes),
3. speech synthesizer (DecTalk)
4. voice recognition systems (Voice Type)
5. CCTV
6. optical character reader and scanners (Arkenstone)
7. braille interpoint printer
8. braille translation software (MegaDots)
9. over sized track balls
10. wrist support hardware
11. regular TDD
12. computer-based TDD (phone communicator)
13. electronic writing board for note taking
14. electronic imaging system with electronic writer (LCD overhead projector)

There is a sign language interpreter for the deaf for lectures and a lab tutor assists the students during lab hours. The staff is available to counsel and refer students as needed. These resources contribute to the students' success in the MEED Program.

By working closely with the local community and identifying needs, the community college can provide leadership. By initiating and sustaining programs like MEED, both the students and the community are served.

ISSUES/CONCERNS

What are your concerns about ADA?

How can this model apply to your programming?

What are issues about involving the business community in your programs?

What have you done to address these issues successfully?

How are you accommodating disabled individuals in your programs?

Questions about access technology?

MIAMI-DADE COMMUNITY COLLEGE
MITCHELL WOLFSON NEW WORLD CENTER CAMPUS

MEED PROGRAM GRADUATE SKILL LIST

DOCUMENT PROCESSING and BUSINESS GRAPHICS

- Business writing
- Letters, labels and lists
- Mail merge
- Report preparation, illustration and formatting
- Newsletter, flier and brochure production
- Graphic slide presentations

ELECTRONIC SPREADSHEETS

- Financial reporting and analysis
- Financial statements
- Balance sheets, Profit & Loss, Schedules
- Budgets
- Expense projections
- Revenue summaries and analysis
- Line and bar graphs, pie charts

DATABASE MANAGEMENT

- Database structure and design
- Database manipulation
- Performance tracking
- Data sorting
- Data queries
- Report generation
- Programming

SYSTEMS ANALYSIS AND DESIGN

- Analyzing hardware and software needs
- Designing system hardware configurations
- Specifying software solutions
- Troubleshooting hardware and software problems

NETWORKING (LAN)

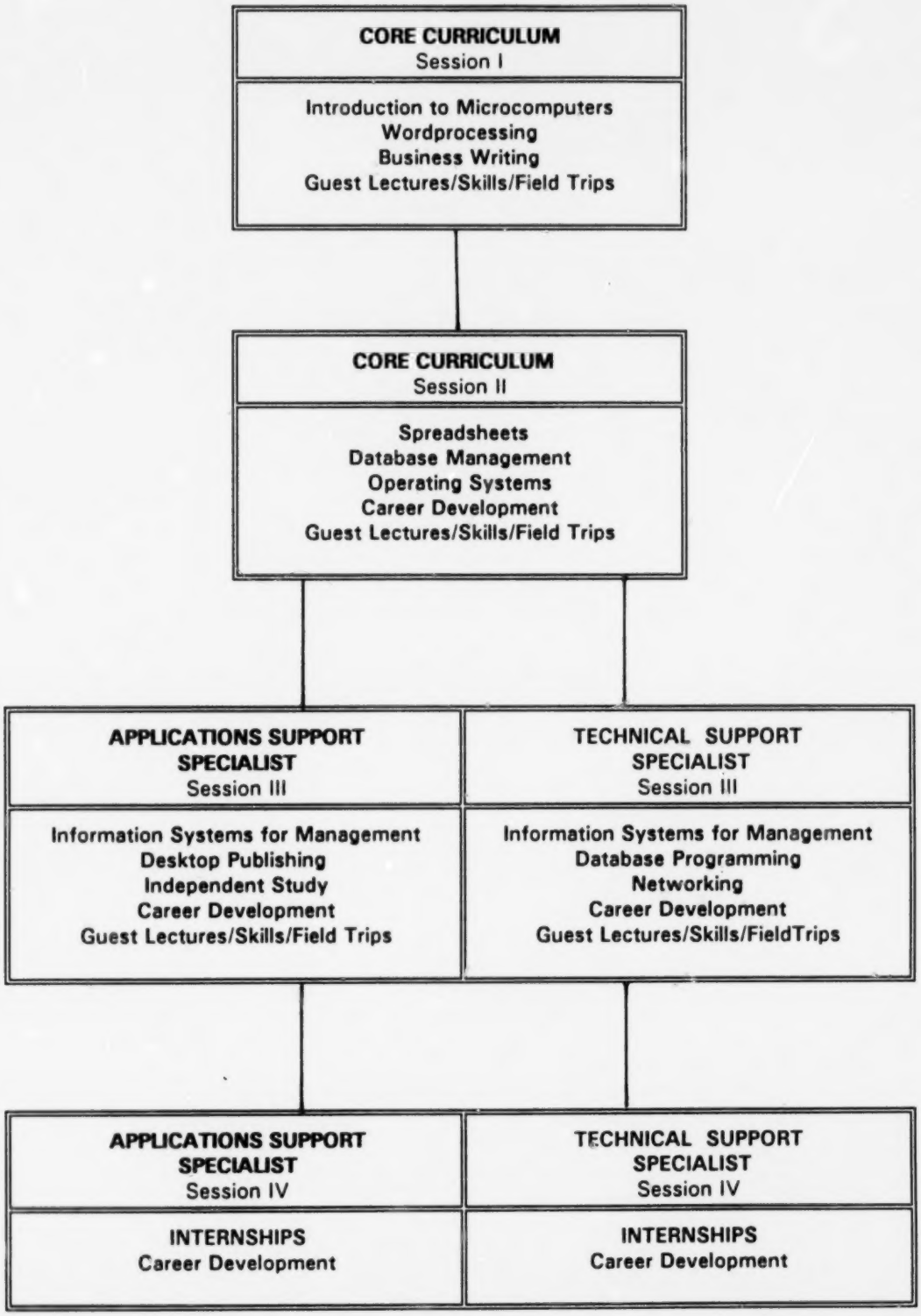
- Setting up user accounts
- Writing login scripts
- Writing menus
- Assigning security rights
- Configuring network printers
- Troubleshooting network failures

OPERATING SYSTEMS

- Preparing data and system disks
- Configuring PCs (hardware and software)
- Modifying system configurations
- Installing software
- Setting up applications under Windows
- Preparing user-friendly menus
- Writing batch files
- Directing maintenance - backup, virus detection and clean-up

MEED training equips students to solve problems in information management, using their knowledge of the PC and business applications software. Students are challenged to think creatively through practical classroom projects and their business internships.

MEED PROGRAM
CURRICULUM SEQUENCE



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MEED PROGRAM
MIAMI-DADE COMMUNITY COLLEGE
MITCHELL WOLFSON NEW WORLD CENTER CAMPUS

300 NE SECOND AVENUE
MIAMI, FL 33132

(305) 237-3397

ELIGIBILITY REQUIREMENTS

An applicant to the MEED Program needs to meet these criteria:

HAVE A PHYSICALLY LIMITING CONDITION AND

BE UNEMPLOYED

EDUCATIONAL AND COGNITIVE:

A high school diploma or GED certificate

IQ in normal range (90 - 110)

Reading test scores near 10th grade level

Mathematics test scores near 8th grade level

Eligible to work in this country

GENERAL HEALTH AND PHYSICAL STATUS:

Able to sit for 6 to 8 hours

Able to communicate vocally, manually, or mechanically

Able to use a typewriter

MOTIVATION AND PERSONALITY:

Positive motivation to succeed

Punctual, neat and clean

Able to accept responsibility and take direction

CALL THE DIRECTOR IF YOU HAVE QUESTIONS ABOUT A SPECIFIC CLIENT.

cligreq2.frm 11.12.91

ELIGIBLE PHYSICAL DISABILITIES

RESULTING FROM:

AMPUTATION

ARTHRITIS

BLIND/VISUALLY IMPAIRED

CANCER

CEREBRAL PALSY

CYSTIC FIBROSIS

DIABETES

EPILEPSY

HEARING LOSS

HEART DISEASE

HEMIPLEGIA

HEMOPHILIA

RESPIRATORY OR PULMONARY DYSFUNCTION

MULTIPLE SCLEROSIS

MUSCULAR DYSTROPHY

MUSCULO-SKELETAL DISORDERS

NEUROLOGICAL DISORDERS

PARAPLEGIA

QUADRIPLEGIA

OTHER SPINAL CORD CONDITIONS

SICKLE CELL ANEMIA

(According to Rules and Regulations printed in the Federal Register January 19, 1981)

elgdisbl.epd

FACT SHEET

MEED

SUBJECT:

MEED Program
(Microcomputer Education for
Employment of the Disabled)

CONTACT:

Stephanie Layton, Ph.D.
Director, MEED Program
(305) 237-3397
TTY: 237-3481
Fax: 237-3645

WHAT IS MEED?

The MEED Program is a *non-profit training program* that enables *unemployed, physically disabled adults* to become Microcomputer or PC Applications Specialists. Following training, graduates find employment in career-level positions related to business information management.

WHO IS IT FOR?

Physically disabled, unemployed adults who are bright and strongly motivated to train for a new career in the business world. The minimum educational requirement is a high school diploma or equivalent.

WHERE IS IT?

Miami-Dade Community College, Wolfson Campus, 300 N.E. Second Avenue, Miami, FL, 33132-2297, in the heart of downtown Miami. All locations are wheelchair accessible.

WHEN?

Classes begin every six months. Instructional activities run from 9:00 a.m. to 5:00 p.m., Monday through Friday, all year. Applications are accepted on a continual basis.

WHO PAYS FOR THE TRAINING?

Training is free to qualified students. Students may be eligible for support of tuition and program fees from the Department of Education, the Division of Vocational Rehabilitation, Project Independence, Worker's Compensation, scholarships or loans.

WHO DESIGNED THE CURRICULUM?

The needs of businesses and professionals for trained Microcomputer Specialists determine the content of the courses. The MEED Curriculum Coordinator continually works with members of the MEED Business Advisory Council to ensure that the training is practical and state-of-the-art.

WHAT DO THEY LEARN?

MEED students learn to effectively use the most popular business applications software. These include: word processing, database management, electronic spreadsheets, desktop publishing and Local Area Network (LAN) management. They learn to problem-solve, trouble-shoot and can informally train others in the productive uses of business software.

WHAT IS THE BUSINESS ADVISORY COUNCIL (BAC)?

Senior executives in the Data Processing, Human Resource and Public Relations departments of major corporations volunteer their expertise to set policy for every aspect of the MEED Program. BAC members help select the students, guide the curriculum, acquire resources, publicize the program, mentor individual students, and develop internship and career positions in local corporations.

WHAT ARE THE BENEFITS?

Employers of MEED graduates gain a highly qualified, job-ready microcomputer expert who can increase business productivity and efficiency from the first day on the job. MEED graduates have proven themselves to be quick learners, self-starters and strongly motivated, loyal employees. In addition, these corporations can receive a federal tax credit of up to $2,400 for hiring a MEED graduate.

Benefits to MEED students include hope for the future and economic self-sufficiency. Positive feelings of esteem and self-worth are strengthened. MEED graduates begin a path toward a new, challenging, well-paid career in a dynamic, expanding job market.

MEED makes a real economic difference (average salary, $23,000) in the lives of previously unemployed people with physical disabilities.

Special Features

MEED

EXPERT BUSINESS FACULTY

Computer industry professionals who are qualified college instructors

COMPREHENSIVE SOFTWARE TRAINING

Word processing, database management, electronic spreadsheets, operating systems, microcomputer accounting and bookkeeping, Local Area Network (LAN) management and desktop publishing

ENRICHMENT COURSES

Business math and business writing

CORPORATE VISITS

Visits to corporate sites to see PCs and software in action

WEEKLY GUEST LECTURES

Leading business authorities share their knowledge

ADAPTIVE SERVICES

Adaptive software to compensate for disabilities, sign language interpreters, tutors and notetakers

CAREER DEVELOPMENT TRAINING

Job readiness, job search strategy, resumes and cover letters, interviewing, guidance, job referrals, business "buddies" and mentors

BUSINESS INTERNSHIPS

Experience in a supportive business environment

COLLEGE CREDIT

40 - 45 credits earned toward an AA degree in one year

Q. Is the employer obligated to hire the intern following the internship?

A There is no actual or implied obligation on the part of the internship company to hire the trainee. This period is viewed as an important part of the training process, a helpful contribution by the internship company, and a chance for the company to evaluate the trainee for future employment.

Q. Are interns paid?

A. No. The primary focus of the internship is to provide interns with quality work and supervision.

Q. How much additional time will an internship require of an employer?

A. To a large extent, the amount and type of supervision is left to the employer's own discretion. In general, the employer will want to provide the same type of supervision as he would for any entry-level employee. We request periodic feedback to the Career Coordinator and a brief performance evaluation upon completion.

Q. How long is the internship period and what are the hours?

A. Flexibility is built into the internship period. As a guide, the intern is expected to work the regular, established hours the internship company abides by, up to a maximum of eight hours per day, three to four days per week. Internship periods can last from four to twenty-four weeks, depending on the objectives and responsibilities of the intern.

Q. Will there be extensive adaptation required by the internship company to accommodate an intern?

A. While every intern and disability is unique, generally adaptations are not necessary, due to the proper matching of the intern with the host company. MEED staff will consult with companies on any ADA issues.

Q. How much paperwork is required?

A. The MEED Career Coordinator is responsible for maintaining all records and necessary documentation. The employer or a designated representative will confirm attendance records and participate in the intern's evaluation.

Q. How will interns be selected?

A. The Career Coordinator and the Director of MEED will prescreen interns and refer to host companies based on the needs of the company and intern. Employers are encouraged to interview prospective interns.

Business Advisory Council (BAC) Member Companies

MEED

American Bankers Insurance Group
American Express
Amint, Inc.
Apple Computers, Inc.
Applied Solutions Group, Inc.
Aronoff Associates
Arthur Andersen & Co.
AT & T
Automatic Data Processing
Barnett Bank
Barnett Bank Operations
Bello Martin Galperin Associates
Burger King Corporation
Burns & McDonnell
CARE FLORIDA
Chase Manhattan Investment Services
Chase Manhattan Bank
Clearwater Gas System
Computer Express MicroAge
Coulter Electronics Inc.
Dade County Public Schools
Dean Witter Reynolds Inc.
Delmonte Tropical Fruit Co.
Doctors' Hospital
Dohan, Simon, Kapila
Evensky & Brown
First Union National Bank
Grant Thornton
Hialeah Hospital
HIS Systems, Inc.
IBM Corporation
Ideal Personnel
Intercontinental Bank
J. Walter Thompson
Jackson Memorial Hospital
John Alden Life Insurance
Knight-Ridder, Inc.
Law Offices of Donald T. Ryce
Loan America Financial Corp.
Madsen Snapp Mena Rodriguez
Miami Children's Hospital
Microsoft Corporation
Mount Sinai Hospital
Murray Press
NCNB
Northern Trust Bank
Pages & Associates, Inc.
Peat Marwick Main & Co.
Personal Computer Store
Royal Caribbean Cruise Lines
Ryder Systems
Southern Bell
Steelcase Inc.
Sun Coast Cruise Services
Sunbank/Miami N.A.
SunTrust Service Corp.
Texaco
The Allen Morris Co.
The Miami Herald

Members of the BAC serve as "hands on" volunteer advisors and consultants who help select trainees, specify technical needs, develop curriculum, instruct in the classroom, evaluate student progress, mentor individual students, and provide internship and job opportunities.

GRADUATE EMPLOYMENT

MEED

Below are some of the most recent positions held by graduates of the MEED Program that reflect a diversity of responsibilities.

Employer	Job Title
American Bankers Insurance Group	Operator I; Technical Writer
Applied Solutions Group	Database/Lotus Programmer
Arthur Andersen & Co.	Microcomputer Coordinator
Baxter Diagnostics	Technician
Bayside Gourmet Distributor	Computer Operations Manager
Burger King Corporation	Database Programmer
Byte Technologies	Technical Service Manager
Carnival Cruise Line	Sale and Sign Clerk
Christian Community Service Agency	Support Staff
City of Coral Gables	Microcomputer Operator
Comprehensive Cancer Center	Data Control Coordinator
Coulter Electronics Inc.	Computer Analyst; Lotus Programmer; Microcomputer Specialist; Network Administrator; Publishing Systems Specialist
CNS Bank	Letters of Credit Specialist
Dade County Med. Exam. Office	Microcomputer System Administrator
Dade County Public Schools	Computer Technician
Dade County Spec. Housing Dept.	Microcomputer Specialist
Deloitte and Touche	Computer Specialist
Family Counseling Services	Systems Manager
First Presbyterian Church	Microcomputer Specialist
Fleet Credit Corporation	System Programmer
Gaebe & Murphy	System Manager
General Analysis Corporation	Sales Service Engineer
Gould Electronics	Human Resources Systems Technician
Health Council of South Florida	Administrative Assistant
Jackson Memorial Hospital	Clerk II
KPMG Peat Marwick	Microcomputer Specialist
Medi-Trak, Inc.	Administrative Assistant
MEED Program	Assistant Administration Technician; Student Recruiter
Miami-Dade Community College	Microcomputer Instructor; Network Administrator
Miami Heart Institute	Computer Operator
Miami Rescue Mission	Computer Systems Manager
North Miami Police Department	Computer Operator
Respect of Florida	South Florida Representative
Royal Caribbean Cruise Line	Data Entry Clerk
Silhouette Publishers	Author
Trade Litho, Inc.	Personnel Assistant
UM Department of Oncology	Senior Staff Assistant
UM Department of Psychiatry	Staff Associate/Accounting
UM Medical School	Senior Staff Assistant
Vitas Healthcare Corporation	Receptionist/Computer Support
VMS Realty	Computer Operator
WPBT Channel 2	Database Analyst

Opportunities For Involvement

MEED

Fortunately, there are many meaningful ways to get involved with the MEED Program. Which one interests you? Or, do you have an idea we haven't listed here?

- ☐ I want to mentor a graduating student.
- ☐ I want to offer an internship experience to an advanced student.
- ☐ I want to create opportunities for students to interview with potential employers.
- ☐ I want to engage the support of my professional association.
- ☐ I want to deliver a guest lecture: a) How PCs and business software are used in my business; or
  b) My knowledge of the employment process.
- ☐ I want to interview applicants for selection to become students.
- ☐ I want to facilitate MEED's public relations activities:

  Check all that apply:
  - ☐ television (commercial, public, and cable)
  - ☐ radio
  - ☐ newspaper
  - ☐ magazine
  - ☐ corporate newsletters
  - ☐ MEED newsletter printing
  - ☐ brochure production
  - ☐ mailing
- ☐ I want to represent my corporation as a member of the MEED Business Advisory Council.
- ☐ I want my corporation to be represented on the MEED Business Advisory Council.
- ☐ I want MEED trainees to visit my company on an informative field trip.
- ☐ I want to assist with your fundraising (e.g., United Way, corporate, foundations, planned giving, etc.).
- ☐ Other ideas: contribution of hardware, software, disks, office materials or equipment, business training support, sponsoring a computer magazine subscription, a consultation . . .

  Please specify: _____.
- ☐ I am interested in the MEED Program. Put me on your mailing list and keep me informed.

Please attach your business card and send via fax or mail it to the following address:

MEED PROGRAM
300 N.E. Second Avenue • Room 1541
Miami, FL 33132-2297
Fax: (305) 237-3645

The Following Newspaper Articles have been omitted due to copyright restrictions:

The Miami Herald, June 25, 1990 "Disabled get New Lives; Firms Get New Workers."
The Miami Herald, September 12 1991, "Computer Course Opens the Road to Independence"
The Miami Herald, October 12, 1992, "Advocate for Disabled Stresses Independence"

MicroMinutes

of the MEED (Microcomputer Education for Employment of the Disabled) Program

SEPTEMBER 1991 VOL. I - NUMBER 1

WELCOME TO MICROMINUTES!

This is the first edition of **MicroMinutes**, the official newsletter of the MEED Program.

MicroMinutes is designed to keep everyone associated with the MEED program informed about past, current and future events, and news and activities concerning the students, instructors, administrators and volunteers of the program.

The students of **CLASS VII** of the MEED program produced this edition of **MicroMinutes** under the supervision of its director, **Dr. Stephanie Layton.**

On behalf of everyone at the MEED program, **Welcome To MicroMinutes!**

MEED STUDENTS GAIN VALUABLE EXPERIENCE AT INTERNSHIPS

Internships at local businesses and organizations provide MEED students with a unique opportunity to apply their newly learned skills in a "real-life" setting. Students get practical on-the-job experience, while serving as business software experts at the firm that sponsors their internship. Here is what some of the Class VII MEED students are doing and learning at their internships.

American Bankers Insurance Group, is sponsoring student intern **Ann Conrad.** Ann reports that she has learned a great deal at her internship including "implementing database mail-merge files with WordPerfect for selective mail-merges." Ann really enjoys working with her supervisors: **Mindy Heath and Betty Rodriguez.**

Implementing the database for the international "Kid's Club," under the supervision of **Martyn Holland** at **Burger King Corporation** has kept student intern **Terry Kirk** busy for the past few months. "Burger King is a fine place to work," Terry comments.

Renee Lester states that the employees are very friendly and helpful at **Intercontinental Bank**, where she has been interning and sharpening her skills in Lotus 1-2-3 under the supervision of **Donna Branse**.

The MEED program wishes to acknowledge its sincere appreciation to ALL of the firms and cooperating supervisors sponsoring the internships of students.

BARRIER BUSTERS
by Terry Kirk

At age 18, Bruce Laffler had his whole life ahead of him – that is until a serious automobile accident left Bruce totally paralyzed on one side of his body. At the time of his accident, Bruce's mother was taking a word processing course taught by Dr. Stephanie Layton. With Dr. Layton's help, Bruce found a ray of hope through the MEED Program.

Bruce indicated that he wanted to be in a rehabilitation program for the disabled and that "the MEED Program was just right." Bruce graduated from Class III of the MEED Program in 1987.

In February of 1988, Bruce landed a position with Burger King Corporation of Miami. He is a PC software computer specialist in the Management Information Systems Department. His duties consist of providing technical support to restaurants, developing new databases, and setting prices in inventory control. Bruce hopes to stay with Burger King and looks forward to moving up in the corporation in the near future.

SPOTLIGHT ON:
Jeff Shaffner

A relatively new student to the MEED program is **Jeff Shaffner**, a member of Class VIII. Jeff is a C6-C7 quadriplegic as a result of an accident that occurred while parasailing three years ago. Jeff found out about the MEED program over a year ago from a brochure he received from his sister-in-law, an occupational therapist. Prior to his accident, Jeff was employed as an airline pilot at Southwest airlines.

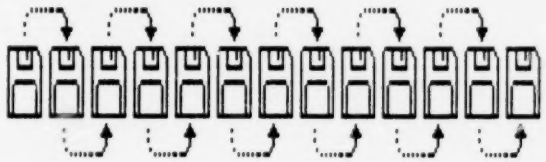
We wanted to know what prompted Jeff to enroll in the MEED program.

"I have a desire to understand and to keep up with the fast-changing computer technology. I am of the belief that computers are here to stay and will impact all of our lives in one way or another." Needless to say, with his extensive technical background, Jeff was well-suited to the demanding curriculum of the MEED program.

Jeff has positive comments about the MEED curriculum and its instructors.

"I have enjoyed and benefitted from all of the courses and instructors. The two courses that I have enjoyed the most are dBase and Lotus 1-2-3." Jeff went on to acknowledge the professional commitment of MEED instructors **Sahir Imam** and **Ava Reinstein**, stating that they both present the material in a way that is both "challenging and learnable." Jeff also commended the helping hand given by **Marianne Stokes**, interpreter for the hearing impaired.

Jeff looks forward to the remaining months of his training at the MEED program and his upcoming internship during which he will formulate his long-range goals for the future.

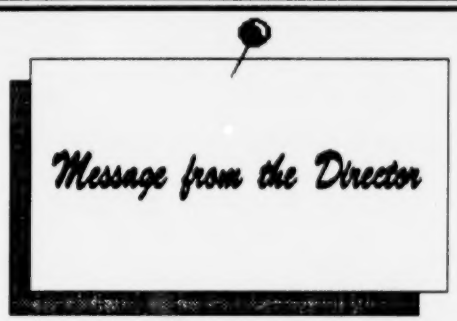


MEED COMPUTER NETWORK IS "STATE OF THE ART"

One of the latest additions to the MEED program's hardware/software systems has been the implementation of the new Local Area Network (LAN) System. Thanks to the professional guidance provided by MEED instructors **Ernie Pages** and **Sahir Imam**, this system was put into operation to introduce MEED students to the concepts of microcomputer networking.

The LAN, which utilizes the Novell Netware operating system, donated by the Novell Corporation, is one of the most widely used on the market. According to Sahir, the implementation of the network has been relatively trouble-free.

As far as the future prospects for the Network, Sahir plans to design a project for the Networking course that will cover all aspects of the network.



It's wonderful to see how much the MEED students benefit from the active input from our Business Advisory Council. As a result, these students are truly ready to meet businesses' needs in solving information management problems with PCs and business software.

I welcome inquiries from business people who want to tap the high-tech skills of our talented MEED students as interns or employees. Also anyone who wants to contribute their ideas and energy as a business volunteer can call me anytime at 237-3688.

Stephanie Layton

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The MEED Program

MEED represents one of the nation's most comprehensive training programs, emphasizing business software applications, such as: dBase III+, WordPerfect, Lotus 1-2-3, Windows 3.0, DOS, Desktop Publishing and LAN management for the vocationally disabled.

The program offers bright, motivated adults access to high-tech equipment and skills that make their physical limitations irrelevant.

MEED's graduates are able to enter the business world, and not only make substantial contributions to their employers, but also achieve individual independence and career satisfaction.

MEED is a non-profit 501(C)(3) organization

☐ Yes, I would like to know more about giving to MEED through wills and estates.

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Enclosed is my donation of _____. Please make the check payable to MEED Program/Miami-Dade Community College and mail it to the return address listed below.

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Thank you for five years of helping MEED "open the door to independence!"

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MEED MicroMinutes

(Microcomputer Education for Employment of the Disabled)

Volume 2 - Number 1 - Spring 199
Produced by MEED Class X

FROM THE EDITOR

I'm sure I speak for the entire newsletter staff and students of Class XI when I say how proud we are to produce and present this second edition of the MEED Program Newsletter – *MicroMinutes*. In this issue we invite you to take a look at the MEED Program at the Wolfson Campus of Miami-Dade Community College.

What MEED Is And How It Benefits Our Community

People from all walks of life are MEED students. There are former accountants, chefs, mechanics, single mothers and housewives. We even have a female construction worker in our class. The requirements to enter MEED include having a high school diploma with appropriate reading and math levels, and being physically or vocationally disabled and unemployed.

The curriculum for the program is rigorous. First comes an introduction to microcomputers. Then on to three software programs such as Lotus 1-2-3, dBASE and WordPerfect. After that, students specialize in either desktop publishing or computer programming in dBASE.

The program also requires that students complete two projects during the course and that an internship be fulfilled, thereby being of service to the local community and gaining the experience of on-the-job training. Area businesses are involved with the MEED Program and new businesses are always welcome.

The newsletter staff and I hope everyone reading this second edition of Micro-Minutes will enjoy it. Please take the time to learn about the MEED Program at the Wolfson Campus of Miami-Dade Community College.

Angela R. Mason
MicroMinutes Editor
MEED Class XI
Spring 1993

THE MEED PROGRAM: HELPING PEOPLE ENTER THE JOB MARKET

Jason Schomer

The job market in today's business environment is constantly evolving, and computer literacy and competency is rapidly becoming mandatory. MEED provides an outstanding pathway to the future for its students.

The MEED Program at MDCC is helping physically challenged and disadvantaged people overcome the obstacles they might encounter in today's job market. MEED is helping disabled people find new computer-based professions that will never become obsolete.

The physically challenged are being accepted more and more in today's society. And the MEED Program provides training in computer literacy and specific software applications that will always be of value in the future.

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MEET STEVE ROCHLIN: GRADUATE OF MEED CLASS II

Interviewed by Angela R. Mason

Steve Rochlin was referred to the MEED Program by the Division of Vocational Rehabilitation, a government agency. Steve, who has cerebral palsy, was 19 when he entered the program and 20 when he graduated. He is one of the youngest persons to complete the MEED Program thus far.

Q: *Do you feel MEED gave you the training necessary to compete in the job market?*

A: Yes, MEED provided me with the training and skills I needed for the type of software I work with now. Learning one type of software helps one step up into other programs.

Q: *How do you think MEED helps the community?*

A: Students and the community both benefit equally. Employers get a well-trained and motivated individual. The graduate benefits by having had excellent training in different software packages including data bases, word processing and spreadsheet programs.

Q: *What do you think of the program?*

A: MEED is an exceptional program. If you are not motivated before entering the program, you will be by the time you finish. The program keeps up to date on current software in the workplace.

Q: *How did you find your current job?*

A: I suggest that students go all out to find jobs and, if they find a job they really want, they be persistent in obtaining it. Once I found the position I wanted, I called the prospective company five times in two days. It took me seven months to get the job, and I have been working for Coulter Electronics now for over two years.

Q: *Are there any areas for improvement at MEED?*

A: MEED is exceptional in its training. The program is always evolving and learning from previous classes and student comments. I have only favorable things to say about MEED.

PURSUING MY DREAM

Cristina Cancio

I am hearing-impaired and do not speak. While I was in the 10th grade at Miami Southridge Senior High School, I took a computer class. I began to like the computer and my teacher, Barbara Chotiner, told me I was doing very well.

Afterwards, I took a special business class at Robert Morgan Vocational Technical School where I learned to use WordStar. Meanwhile, when I was a senior, I also took a data entry class and earned a certificate.

Ms. Chotiner told me about the MEED Program at the Wolfson Campus of Miami-Dade and encouraged me to enter and learn from this program. We came here, had a tour and I decided that I was interested in this program and wanted to learn about microcomputers.

I am working very hard to make my dream come true and be able to work with computers in a job soon.

FROM ART TO LOGIC: MY STORY

Howard Aller

In the years before being diagnosed with multiple sclerosis, I worked as a chef in various clubs, hotels and restaurants in San Francisco and Miami. I also taught several culinary apprentice classes for the American Culinary Federation. My earlier work experience includes designing scenery and costumes for the New York stage, working in the architectural and interior design fields, driving a taxi and working as a tailor in a leather goods shop.

I enjoy the opportunities presented to me by the MEED Program. I also take pleasure in the orderly method that is required to achieve computer competency since, despite my "artistic" background, I am a person who thinks in a very logical order.

I hope that the future will enable me to combine the competencies I am currently learning with my previous experience. Moreover, I hope to get a better perspective on my future through my upcoming internship and additional MEED classes.

HOW I CAME TO MEED

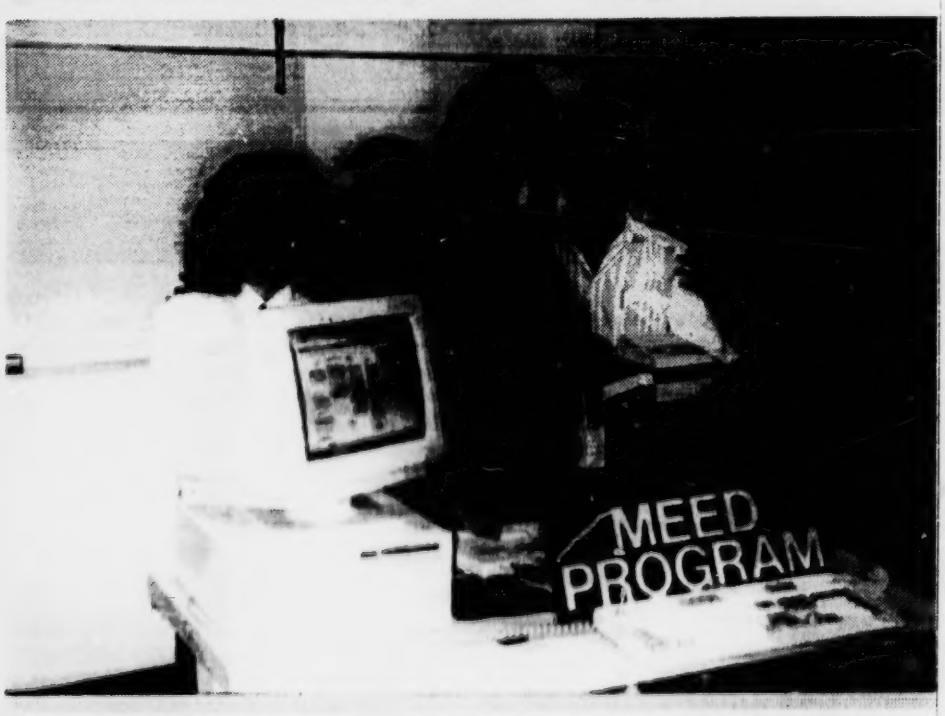
Angela R. Mason

Although I've worked in sales and dry cleaning management, as well as having worked at Goodwill Industries as a receptionist, I felt that I needed more marketable skills. I turned to MEED because I believed that in order to compete in the work force, I needed training in microcomputers and desktop publishing. I am slightly affected with cerebral palsy on my left side, so computer training seemed an ideal step to take in my career path.

As a student in the MEED Program, I may have a biased opinion about the training, but I really am impressed. I've had the chance to work on and excel in computers as someone who previously had little or no access to one.

I also attend workshops on subjects ranging from self-improvement to communication skills, study habits and proper business dress. All are very informative and helpful.

The MicroMinutes Newsletter Staff of MEED Class XI



Pictured Left to right: Angela Mason, Aida Velez, Cristina Cancio, Paula Zaleskin (in back), Tom Montero, Julio Grau.

"The MEED Program sets high standards, but is giving me the tools to meet them."

I am very proud of my accomplishments and am thrilled that I was accepted into the program. I am looking forward to continuing classes in Desktop Publishing and an upcoming internship with a business in the local community. It's all an exciting prospect for me and I enjoy the challenge. The MEED Program sets high standards, but is giving me the tools to meet them.

After MEED, I plan on working in graphic design and continuing my education in psychology and sociology. This program has given me a great start toward reaching my goals. MEED has meant more to me than training... it's been a life-shaping experience. I've learned to think more logically.

Being disabled shouldn't hold a person back. The future looks brighter for me all the time!

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STEPS TO SUCCESS: MY STORY

Julio Grau

I was born in New Jersey in 1968. At that time, there was a measles epidemic and my mom got them while she was pregnant with me. This condition caused my deafness.

I had a nice childhood with lots of toys and good care from my parents. When I was four years old, we moved to Florida.

My youngest brother's pediatrician referred us to Jackson Memorial Hospital where some preliminary tests and evaluations determined the extent of my deafness. The evaluators at the University placed me at the Amelia Earhart Elementary School because the school had an excellent program for hearing-impaired children. I remember the first day, when my father waited with me for the school bus. My mother felt it was an important moment in our lives, so she took a picture of it. I went to that school until the sixth grade when I was 13 years old. In seventh grade, I went to the Florida School for the Deaf and the Blind (FSDB) in St. Augustine.

My years at FSDB gave me the opportunity to grow and learn and was the greatest experience in my life. I missed my family, but I remembered that my mom always told me that the years would fly by, and before I knew it, I'd graduate. She was right and I graduated in 1988. In the same year, Florida's Governor Martinez appointed my mother to be on the Board of Trustees of that school. I was very proud on the day of my graduation because, for the first time in the 103-year history of the school, a parent gave diplomas to the students. It was a very emotional moment and that night everybody at the graduation ceremony stood up and applauded when my mother gave me my diploma.

After graduation, I went to Gallaudet University in Washington D.C. I enrolled in a special program called the Post Education Program (PEP). Fifty students from all over the United States participated in that program, then in its fourth year. They gave us everything including food, shelter and educational materials for classes, and the only cost to my parents was plane fare. We concentrated on language, grammar and math. That was a great experience for me and just what I needed. I matured and learned a lot about being independent. My friend and I went out and got to know the Washington D.C. area – a pretty city.

At the time of my graduation, my father was very sick so only my mother and brothers came to Gallaudet to be with me on that important day. We all drove back home together and after that summer, I went to National Technical Institute for the Deaf (NTID) in Rochester, New York. That was another good experience, but I was not able to continue because during that summer, my father passed away and I preferred to be at home with my family.

I then decided to enter MDCC North Campus where I continued my education and then transferred to MEED because I wanted to learn about computers. I look forward to graduation and to finding a good job.

FROM A BUSINESS PERSPECTIVE: AN INTERVIEW WITH NANCY ZIMMERS

Interviewed by Angela R. Mason

Nancy Zimmers is a local area business woman and Chairman of the Employment Committee for the Business Advisory Council.

Q: *Do you find it fulfilling volunteering with MEED?*

A: I enjoy working with MEED. People are all equal and are constantly going through changes for one reason or another. MEED graduates go through the same employment screening process as anyone else. They must be prepared to compete in the real world.

> *"The program seems to be working."*

Q: *Do you think the program is meeting requirements for training the disabled to compete in the work force?*

A: Yes, in my opinion, MEED is meeting these requirements quite successfully by providing a broad range of business-oriented training.

Q: *How does MEED help students in ways other than technical training?*

A: MEED helps by focusing on building students' self-esteem and self-confidence and by helping people recognize their talents, potentials and what they can contribute to a company.

Q: *As a mentor for the MEED Program, do you find employers satisfied with the knowledge graduates have?*

A: Employers seem to be happy with MEED graduates. From what I have heard, the students do grow in self-confidence. The program seems to be working.

TONY COBA, CLASS X, AND THE MEED PROGRAM

Interviewed by Aida Velez, Class XI

Q: *What were your first impression entering the MEED Program?*

A: I was impressed with the MEED Program's selection process and knew that it was going to be an educational experience unlike any other because of its hands-on approach to learning computer skills.

Q: *Did you ever feel so much pressure that you wanted to drop out of the program*

A: Yes! and No! As you probably know I was severely affected by Hurricane Andrew. There were times when the burden of living from boxes and school was just too much. However, I never gave up on the belief that this program was very important to my future and that of my family.

Q: *Tell me about your internship.*

A: My internship is terrific! I am doing exactly what I had hoped to do when I entered the MEED Program which is work with computers in a network environment.

Q: *Do you have a job opportunity waiting for you?*

A: I am currently going through a series of job interviews at Knight-Ridder, Inc., and have completed all of their testing requirements. As of February 3, 1993, I was informed that I was being considered for a permanent position, pending the results of a drug test. I would like to emphasize to you class that you should never lose hope, no matter how difficult your problems may seem at the time.

Q: *What do you think of the MEED Program, now that you are about finish with the program?*

A: Personally, the benefits I have received from the MEED Program have been priceless. Few people ever have the opportunity to change careers or to grow professionally academically and personally. I truly believe that the MEED Program has given me the resources to continue forward and rebuild my life again after my health problems prohibited me from continuing as a Certified General Contractor. I firmly believe you will get out of the MEED Program what you put into it.

Q: *Now that you have computer skills what direction will you follow in the business world?*

A: I intend to lead and advance to the top of my profession. In order to succeed in life your attitude must be positive and only then will positive things come your way. The MEED Program is a perfect example of the old saying which comes to mind: 'If you give a person a fish, you will only feed him for a day; but if you teach that person to fish, you feed him for life.' Continued success and best of luck to the MEED Program and Class XI.

(Editor's Note: *Tony now works at Knight Ridder as a network manager.*)

BECOMING A WORKING MOM

Aida Velez

I chose to continue my studies at the MEED Program because I needed to learn new and advanced technology to help me successfully re-enter the business world. My name is Aida Velez and I am a MEED student. I started in September 1992, right after Hurricane Andrew . . . who can ever forget that guy?!

I decided to come to MEED because my very kind HRS counselor, Norma Ardavan, directed me the right way toward my future. She is a very special person who has always encouraged me. She goes out of her way for everyone and I am deeply grateful for all her help and caring.

I went to Project Independence where my counselor works and she listened to my story about my past experience. She then advised me to go back to school and learn about new things the world has to offer. I have secretarial skills and have worked as a receptionist, but I am a bit rusty, having been home for the last two years with my two boys. As a single mother who struggles on behalf of her children, I want the best for their future and my own too. I am now learning whatever I need to know to help me with my business future.

MEED has been very successful in helping students and many have succeeded through the program. I have enjoyed what I have learned in this program. And there's more to come . . . more to go!

I want to share my personal experience and hope to be able to convince people to join our MEED Program and get ready for the future. There is a world waiting for people like me who want a future!

THE HUMOROUS SIDE OF BEING DEAF

Paula Zaleskin

Please allow me to introduce myself. My name is Paula Zaleskin and I am hearing-impaired. To heck with the bureaucracy and/or the politeness of being courteous out of respect for the hearing-impaired community. I truly hate the term "hearing-impaired." Actually, I am a *deaf* student in the MEED Program.

In relating so much of my past experiences when growing up as a deaf person and how humorous it was, my classmates pleaded with me to write something about it. Enjoy reading . . .

Beware! Some of the stories below are unbelievable, but they are all so true!

While in high school, I was pardoned from taking any foreign language classes due to my total deafness. After all, how could I ever be able to read the teacher's lips when they speak with a forked tongue?! Oooh, how the other students envied me! Ta Da La . . .

Once in a while, "hearies" (those with normal hearing <wink>) would approach me, not knowing that what I have is an invisible handicap. I look very normal in every respect except I cannot hear. They tended to assume that because I look so normal, they could whisper something into my ear. I would politely step back and say, "Pardon me. I am deaf and cannot hear you." They would freak out!

I loved their reactions and the expressions on their faces! Sometimes they would over exaggerate their mouth movements and they'd ask if I could read their lips (perhaps thinking that their very wide mouth movement would be of help?) Ta Da La . . .

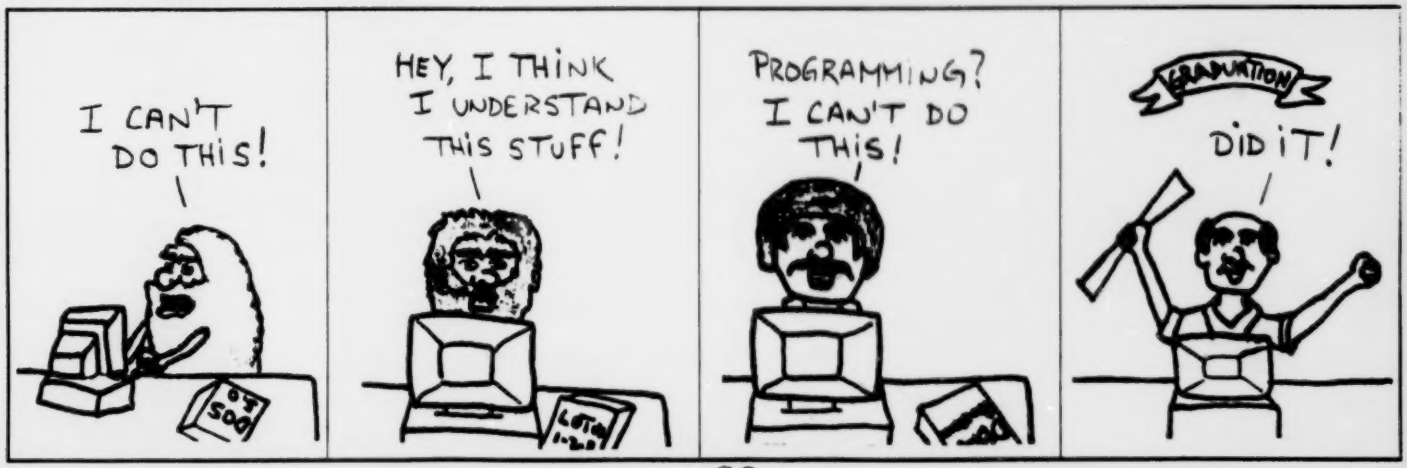
This is my favorite. Browsing in a store, the overly helpful salesperson would approach me instantly, asking if I needed assistance. Being a deviously sneaky shopper, I would ignore them and pretend that I was so focused on their stuff that they would repeat in a louder voice **"MAY I HELP YOU?!"** At that point, I would nicely turn my head and look directly at them and say, "Were you talking to me? (I can speak very well in spite of my deafness.) I am sorry but I didn't hear you. I am deaf!" Again, their "Oooh" looks! Their "shocked surprise" expressions! Ta Da La . . .

One last favorite. My mother and I would quarrel occasionally. I'd always pity my mom for screaming or yelling at me when I couldn't hear her! It's a blessing to be deaf sometimes Ta Da La . . .

> "I truly hate the term 'hearing-impaired.' Actually, I am a *deaf* student in the MEED Program."

THE MEED METAMORPHOSIS

Tom Montero



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Miami-Dade Community College
Wolfson Campus
300 N.E. Second Avenue
Miami, Florida 33132-2297

FOR FURTHER INFORMATION, PLEASE WRITE OR CALL:
Dr. Stephanie Layton
Program Director
(305) 237-3688

Diane King
Curriculum Coordinator
(305) 237-3534

TDD: (305) 237-3481

Class XI Newsletter Staff:
Angela R. Mason, Editor
Julio Grau, Masthead Design
Cristina Cancio, Photography
Paula Zaleskin, Typist and Proofing
Tom Montero, Cartoonist
Aida Velez, Writer/Reporter
Class XI - Graphic Design

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AN INTERVIEW WITH DIANE KING, CURRICULUM COORDINATOR

Interviewed by Angela R. Mason

Q: *There is some new equipment in the Junior Lab. What is it?*

A: This past January, the program received a grant of 13 IBM PS/2 Model 50z computers. This grant will enable us to network the Junior Lab within the next 12 months. Over the past year, we have also acquired an electronic white board which makes a hard copy of whatever is on the board, as well as a new scanner for graphics and two new software programs, Powerpoint and Persuasion. Powerpoint was used by two of our students to create a presentation about the MEED Program that can be shown at businesses and job fairs.

Q: *Have there been many revisions in the program?*

A: Yes, the program is constantly changing. Our software is continually upgraded. The program came to the Wolfson Campus from the University of Miami in 1989, bringing with it the XT's we have now. In October of 1991, the Advanced Lab was networked using Novell Netware. We have since added MS Windows, graphics and desktop publishing software.

Q: *Is local business really active with the program?*

A: Oh yes, very active. There are about 100 companies associated with the MEED Program through the Business Advisory Council (BAC). They assist our program in all aspects. The BAC reviews curriculum each year to make sure that it is current and meets the needs of the business community. The BAC Selection Committee also screens prospective students for the Program. And the BAC Employment Committee supports our Internship Program, the Mentor Program and assists our students with job skills development and job placement.

Diane King, (seated) and Dr. Stephanie Layton

THE LAST WORD FROM DR. STEPHANIE LAYTON, MEED PROGRAM DIRECTOR

These are exciting times for the MEED Program!

Last October, we were recognized nationally with a five-year Projects With Industry grant from the Department of Education. In March, the tenth class since 1986 to complete our Microcomputer Specialist training will complete their courses and internships. They will begin new careers as they move into the marketplace. We are substantially upgrading our computer network systems for both classrooms. In September, we will begin training persons with visual impairments for the first time.

Improvements, growth, a bright future . . . we are very grateful to our volunteers on the Business Advisory Council who contribute their valuable expertise to the MEED staff. What a winning combination! Thanks to all of you who interviewed students, lectured to a class, hosted a field trip, made a significant phone call or shared ideas with us for viable solutions. We could not do it without you and are enriched every day by your contributions.

I encourage anyone who is interested to come and visit us and see and hear the excitement of energetic, motivated computer students in the process of "growing" a new, productive life. The positive energy is contagious!

Thank you for your help. Please come and see us soon!

The MEED Program.
Opening the Door to Independence.

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Thank you for six years of helping MEED
"Open the Door to Independence!"

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MEED Calendar of Events

August 24, 1993	Class XIII Classes begin
September 8, 1993	Class XI Achievement Awards Ceremony
September 15, 1993	Class XII Internships begin
April 13, 1994	Class XII Achievement Awards Ceremony

Dates are subject to change without notice.

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Wolfson Campus
300 N.E. Second Avenue
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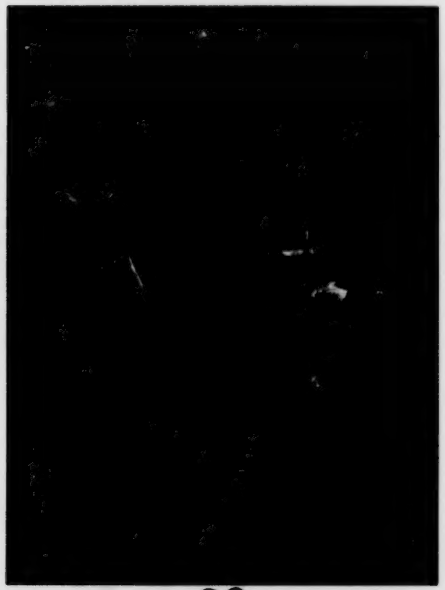
Microcomputer **E**ducation for **E**mployment of the **D**isabled

Opening the Door to Independence



On Cover:
Student edits MicroMinutes, the MEED program newsletter

What is MEED?

■ **MEED** (**M**icrocomputer **E**ducation for **E**mployment of the **D**isabled) is one of the nation's most comprehensive business computer training programs and the *first* program in the country to train disabled adults in PC productivity skills.

■ **MEED** gives bright, motivated adults access to high-tech equipment and training that make their physical or vocational limitations irrelevant.

■ **MEED** students master practical business skills, using current business software applications such as: dBASE, WordPerfect, Lotus / Excel, Windows, DOS, Desktop Publishing and LAN management.

■ **MEED** is a highly successful public / private partnership among the Wolfson Campus of Miami-Dade Community College, government agencies, leading corporations, and local businesses of South Florida.

■ **MEED** is dedicated to filling the needs of both the business community and talented physically disabled adults.

Student signs an explanation to a fellow student.

MEED Students Fit Your Needs

Students confer about a project on spreadsheets.

MEED students become expert microcomputer specialists during 12 rigorous months of full-time individualized training in computer software applications, laboratory work which simulates the work environment, and a three-month to six-month internship with a local company.

Real-life business needs identified by **MEED**'s Business Advisory Council (BAC) determine course content and ensure that training is practical and state-of-the-art.

Employers of **MEED** graduates gain loyal, motivated employees who combine high-tech business skills and practical experience with rare personal initiative and determination.

Business Advisory Council (BAC)

Members of our BAC serve as "hands-on" volunteer advisors and consultants who help in selecting trainees, specifying technical needs, developing curriculum, evaluating student progress and providing internship and job opportunities. They include the following companies:

American Bankers Insurance Group • Arthur Andersen & Co. • AT&T • Barnett Bank • Burger King Corporation • Coulter Electronics Inc. • Evensky & Brown • IBM Corporation • Intercontinental Bank • John Alden Life Insurance • Murray Press • Northern Trust Bank • Southern Bell • Sunbank / Miami, N.A. • The Miami Herald • and many others ...

We will gladly supply you with the full BAC list which includes more than 80 members!

MEED Graduate Skill List

Operating Systems and Networks

- Preparing Data and System Disks
- Installing Software on PCs and Networks
- Troubleshooting Network Failures
- Setting Up User Accounts
- Organizing Hard Disks
- Preparing User-Friendly Menus
- Altering System Configuration
- Directing Maintenance – Backup, Clean-up, etc.

Electronic Spreadsheets (Lotus 1-2-3 / Excel)

- Financial Reporting / Analysis
  Financial Statements
  Balance Sheets / Profit & Loss / Schedules
- Budgets
- Expense Projections
- Revenue Summaries / Analysis
- Line / Pie / Bar Graphs

Database Management (dBASE)

- Database Structure / Design
- Database Manipulation
- Performance Tracking
- Data Sorting
- Data Queries
- Report Generation

Document Processing and Publication

- Business Writing with WordPerfect
- Memos / Labels / Letters / Listings
- Mail Merge
- Report Preparation / Illustration / Formatting
- Newsletter Production with PageMaker

Employer Benefits

1. The Right Person for the Job at *No Cost*
Companies can use the **MEED** Program as a valuable resource in obtaining highly qualified and experienced employees. The **MEED** Program charges no placement fees. We make every effort to ensure that a **MEED** graduate meets the employer's needs and is the best person for the job.

Hearing impaired students plan a database design

2. Pre-screened and Pre-trained Candidates
Students are selected based on their potential to succeed in a competitive high-tech career. Graduates have proven themselves to be quick learners, self-starters and strongly motivated, loyal employees.

3. Tax Breaks
Under current tax law, employers hiring persons with disabilities may receive a federal tax credit (TJTC) of up to $2,400. Also, half of the expenses of providing work site accommodations, if necessary, can be taken as a tax credit of up to $5,000. Finally, a tax deduction of expenses up to $15,000 for removal of barriers can be taken.

Student demonstrates a solution to a business problem

4. Free Consultation
MEED professionals will also consult with employers on the Americans With Disabilities Act and will gladly suggest qualified employees that will meet employers' needs.

Business People Speak About MEED

Teaming with MEED helped my company migrate to state-of-the-art electronic publishing.
– Gene Gutierrez, President
Murray Press, Inc.

My first MEED intern was so successful, we hired her and set up an ongoing internship position.
– Stuart Bernstein, Senior Vice President
Intercontinental Bank

The MEED Program is a unique business / community college partnership success story.
– Chrystine Kopscik, Employment Recruiter
The Miami Herald

I've hired many new graduates, but the MEED graduate was the first one who was productive from the first day.
– Seth Levine, Administrator
Audit Department, Arthur Andersen & Co.

Very few things have impacted me like the MEED Program. My intern is dedicated, skilled, productive and will be a valuable employee.
– William Vandervalk, Human Resources Director,
Schering Laboratories

Our MEED graduates have made a real contribution right from the start! And they are some of our most able employees.
– Dr. Robert Leif, Corporate Scientist
Coulter Corporation

It's great to see students bloom into employable, contributing members of the community.
– Karen Aronoff, President
Aronoff Associates